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ABSTRACT

TO DETERMINE THE LONG-RUN IMPACT OF THE CERLI TRAINING PROGRAM, THE TRAINEES' ABILITIES TO FUNCTION AS SPECIALISTS IN CONTINUING EDUCATION (SCE) HAD TO BE MEASURED AND ASSESSED. THIS ASSESSMENT IS A FOLLOWUP TO "ASSESSMENT OF THE CERLI TRAINING PROGRAM SPECIALIST IN CONTINUING EDUCATION" (EA 002 706). THE DOCUMENT REPORTS ON ATTEMPTS TO MEASURE, COLLECT, AND ANALYZE DATA REFLECTING (1) THE SCES' IMPACT ON OTHERS' ATTITUDES AND COMMUNICATIONS, AND (2) THE SCES' ACTIVITIES AND EVALUATIONS OF THE LONG-RANGE IMPACT OF THEIR TRAINING. THE REPORT SUMMARIZES INSTANCES, ACTIVITIES, AND METHODS THAT WERE INTENDED TO SYSTEMATICALLY GATHER INFORMATION TO AID IN THE EVALUATION OF THE LONG-RANGE IMPACT OF THE CHARLESTON TRAINING PROGRAM. ALTHOUGH SUCCESSFUL DATA COLLECTION ACTIVITIES ARE OCCASIONALLY REPORTED, THE FOLLOWUP EVALUATION PHASE WAS GENERALLY CHARACTERIZED AS AN UNSUCCESSFUL ENDEAVOR. THE FAILURE TO PRODUCE SUFFICIENT AND VALID DATA IS ATTRIBUTED TO "MANY COMPLEX AND INTERACTING VARIABLES," WHICH ARE NOT SPECULATED ABOUT IN THE DOCUMENT. (DE)

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ASSESSMENT of the LONG-RANGE IMPACT

of

The CERLI TRAINING PROGRAM (SCE)

Specialist in Continuing Education

Charleston, Illinois
July 1-August 9, 1968

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Submitted by:

Cooperative Educational Research Laboratory, Inc.
540 West Frontage Road (Box 815)
Northfield, Illinois 60093
Contract No. OEC-3-7-061391-3061

To:
DIVISION OF EDUCATIONAL LABORATORIES
BUREAU OF RESEARCH
UNITED STATES OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

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Introduction

In order to determine the long-range impact of the CERLI training program (Charleston, Illinois--July 1-August 9, 1968), the trainees' ability to function as SCEs needed to be measured and assessed. For only as an SCE works with and affects individuals participating in his seminars can the effectiveness of CERLI's training program be measured.

This premise previously had been stated in Assessment of the Cerli Training Program, Specialist in Continuing Education (SCE), Charleston, Illinois, July 1-August 9, 1968, page 34:

> Whereas the training program imparts the skills needed by an SCE, the degree to which he has acquired these skills may not be adequately measured until he applies them in his work with and impact on those individuals participating in the SCE's seminars.

In this follow-up assessment, we report our attempts to measure, collect and analyze data reflecting:

The SCEs' impact on others' attitudes and communications

The SCEs' activities and evaluations of the long-range impact of their training

In I, the pre-post measurement of teacher attitudes and communications is described. II contains questionnaire data summarizing some SCEs' activities and their evaluations of the long-range impact of their training experience.

July, 1969

I The SCEs' INFLUENCE on OTHERS' ATTITUDES and COMMUNICATIONS

A. Preliminary Inquiry

In mid-September (1968), the program evaluator and the CERLI staff member who had administered the training program at Charleston telephoned each of the 14 trainees to ascertain whether each individual would be functioning as an SCE during the academic year and--if so--whether CERLI could obtain permission to come to his school or institution and administer instruments to the teachers.

These personal calls yielded the following results:

Two (2) SCEs--both supervisory personnel--gave dates and times when CERLI could pretest members of their faculty.

Two (2) SCEs stated that they would seek their supervisor's permission for such follow-up evaluation.

Three (3) SCEs were or soon would be working with groups of teachers who would be coming from different schools. For reasons which we cite in this report, their situations would inhibit the proper utilization of the major assessment instrument.

Seven (7) SCEs stated that they definitely or probably would not be functioning during the school year. One of these seven was a fulltime college student who had no opportunity to conduct seminars.
The others stated that lack of funds, lack of an inservice position in their school and/or lack of cooperation from key officials probably would preclude their functioning.
However, one of these six later in the semester conducted seminars on his own time.

B. Assessment Instruments

Under contract with CERLI, the Illinois Institute of Technology Research Institute (IITRI) was developing an instrument to:

> *Identify and analyze the communications impact, the adoption patterns, and the attitudinal correlates of a school's teacher group participating in inservice leaders' seminars.*
> *Determine for both the summer trainees and the teacher participants the relationships between the attitudinal variables and the development of communication links and opinion leadership.*[1]

The IITRI instrument was designed primarily for use in situations where the SCE and the school personnel (usually teachers) with whom he works are members of that school's faculty. Thus, the Communications Analysis Test was not found valid for use with the three leaders who (as previously noted) were conducting seminars with teachers from different schools.

Although the IITRI Communications Analysis Test was considered the primary follow-up assessment instrument, in order to test their potential usefulness in follow-up evaluation two CERLI-developed instruments simultaneously were pilot-tested: a Problem-Approach Exercise and CERLI's Research Questionnaire. The exercise was structured to--on a pre-post basis--determine a teacher's capacity to operationally define goals, utilize resources and collect data. The questionnaire was designed

[1]IITRI Proposal No. 68-920V- "Sociometric Analysis of Inservice Leader Effectiveness", page 3.

to measure attitudes believed appropriate to desirable SCE and teacher behavior. At this point in time, the construct validity of both CERLI instruments was suspect. The total time teachers would need to expend in completing the IITRI and the CERLI instruments was estimated as approximately one hour and fifteen minutes.

C. Implementation of the Testing Program

In narrative form, the following text reports how CERLI conducted the tests in the schools where the four SCEs (identified as #3, #14, #4 and #5) had arranged for the program's implementation.

SCE #3 (functioning as a supervisor in a small town--population 1100--school district) scheduled faculty meetings for conducting test activities.

In late September, nearly 100% of the faculty took the pre-test.

In late March, substantially fewer teachers took the pre-test. Several of these absentees, however, did fill out the questionnaire that CERLI had provided. Because pre-test responses indicated that the Problem-Approach Exercise seemed inappropriate for that population, the exercise was not included in the post-test.

CERLI's Research Questionnaire was not scored because of the limited number of valid answer sheets submitted. Many answer sheets had not been identified by the testees and many contained "blank" responses.

In its Phase Two Report, Evaluation of the Specialist in Continuing Education, June, 1969, IITRI presents its analysis of the Communications Analysis Test for this sample.

SCE #14 (functioning as a supervisor in a small town--population 800--school) arranged for the testing program.

In late September, nearly 100% took the pre-test.

In late March, fewer took the post-test but absentees did complete and return the questionnaire.

However (as in SCE #3's school) the number of invalid answer sheets precluded scoring the responses.

IITRI reported its analysis of the Communications Analysis Test for this sample.

****

From the teacher data derived from these two schools, IITRI concluded that:

> From the samples tested, it is not possible to assert the effectiveness of the SCE training program. The data gathered in these samples showed:
>
> - *no statistically significant change in the attitudinal attributes of the faculty*
> - *no significant change in the communications role of the SCE*
> - *generally neutral internalization of the concept of the SCE function*
>
> One probable reason for the lack of change in the SCE's communications role in these samples was their supervisory rather than teaching position. This stems both from the relative rigidity of their position in the structure and from the test instrument's orientation toward the teacher.

SCE #4 (a teacher in a large high school) persuaded his principal to permit CERLI to pre and post-test the faculty.

Somewhat reluctantly the principal granted permission although

(or so we believe) he was concerned about the time that the program would require.

In late October, CERLI administered the pre-test under something less than ideal circumstances. We had been advised that we could utilize a two-session period of one day. Teachers had been notified that they would participate in only one testing session. This ambiguity and other problems generated some hostility about CERLI's activity and produced so much invalid data (unidentified and incomplete responses) that we did not process the results.

Consequently, CERLI made no effort to collect post-test data at this institution.

****

SCE #5 was preparing to conduct inservice training with teachers at each of four schools. Unable to gain supervisors' permission for CERLI to test all the teachers in these schools, the SCE tried to recruit teachers to volunteer "free" time. Five teachers from one school, four from another, and none from the other two schools responded to this request.

CERLI made no attempt to conduct post-tests in this SCE's area.

SUMMARY

During the first half of the 1968-1969 school year, 57% of the Charleston participants (n=8) were or were preparing to function as SCEs.

Among this number, only four functioned in situations where the primary follow-up evaluation instrument (IITRI Communications Analysis Test) could be properly used. Of these four, only two (14% of the Charleston participants) functioned in a situation where valid data could be gathered. However--these two SCEs did not, as supervisory personnel, represent a sample of the Charleston participants or of the individuals for whom the SCE program was designed.

In conclusion, we characterize this phase of follow-up evaluation (pre and post-testing teachers to determine an SCE's impact) as being of little value to the overall measurement of the long-range impact of the Charleston-trained Specialists in Continuing Education.

II The SCE's ACTIVITIES and EVALUATIONS

A. Follow-Up Questionnaire

The Cerli staff believed that if the SCEs would provide information summarizing their relevant inservice experiences during the school year (1968-1969) we might use such data to more effectively ascertain the training program's impact.

To collect this follow-up evaluative data, we developed and mailed a questionnaire to the Charleston-trained SCEs late in May.

This CERLI- Charleston Training Program Questionnaire: Follow-Up (see Appendix) was designed to elicit information from:

Participants who had not functioned as SCEs (Part I)

Participants who had functioned as SCEs (Part II)

All participants regarding their evaluation of the training program (Part III)

B. Response to the Questionnaire

Eight of the 14 trainees filled out and returned the questionnaire. Since these incomplete returns do not warrant interpretation and generalization, we are quoting rather than summarizing the answers for such a small sample in Tables I and II.

TABLE I: LEADERS NOT CURRENTLY CONDUCTING INSERVICE TRAINING

1. Before the CERLI Training Program began last July, to what degree were you aware that you wouldn't function this school year?

   a. completely aware
   b. somewhat aware
   c. uncertain
   d. somewhat unaware
   e. completely unaware

   SCE #2.....*c. uncertain*
   SCE #7.....*b. somewhat aware*
   SCE #8.....*c. uncertain*

2. Please list in order of their importance the main obstacles which prevented your functioning as a leader.

   SCE #2

   - *Unawareness and disinterested attitude of my principal*
   - *Other, more qualified and/or articulate and/or favored individuals seeking to be involved in some new program for improving the present education system, although these individuals did not attend our CERLI Training Programs.*
   - *The awareness of a need and organization of the _____ School system prior to last summer's training program.*

   SCE #7

   - *It was my understanding that ____ would set up In-Service programs in this area, which did not materialize.*
   - *The school administrator does not go along with In-Service for teachers.*

   SCE #8

   - *Superintendent not interested.*
   - *Deputy In-Service Superintendent personality conflict due to other matters.*
   - *Nonchalance--prove worth on own free time, services, arrangements. Volunteers not interested in my services under the circumstances.*

3. Although you have not been functioning as a leader, please describe how the Training Program has affected, generally and/or specifically, your professional and extracurricular activities.

SCE #2

. *At the beginning of the school year, I voluntarily became a part of a Teacher Task Force, a vital part of a _____ Program of the inner-city schools at the request of _____, one of our superintendents. This I did, knowing that with my newly gained knowledge I could be an asset to the task force (which I was). I worked successfully with this group and a great deal--to improve the former self image of the teacher was accomplished.*

SCE #7

. *I have been aware of more problems encountered by teachers.*

SCE #8

. *Have used many methods, techniques in my elementary classroom. Goal setting has been most effective. Children enthusiastic about confrontations and setting realistic goals.*

. *Have used skills in work with _____ project staff.*

TABLE II: LEADERS WHO ARE NOW OR HAVE DURING THE PAST YEAR CONDUCTED INSERVICE TRAINING

SCE #1

1. Please describe the mechanics of your seminars, including:

a)...the number of different groups that you have worked with this year 7

NOTE (Please use a number for each group so as to consistently identify it in the following items. If more space is needed, please use the reverse side.)

b)...how often each group met (e.g. weekly for nine months, bi-weekly for six weeks, bi-monthly for a semester.)

Group 1 Weekly - 6 weeks

Group 2 Weekly - 6 weeks

Group 3 Weekly - 6 weeks

Group 4 Weekly - 6 weeks

Group 5 Weekly - 6 weeks

Group 6 Weekly - 12 weeks

Group 7 Weekly - 12 weeks

c)...the average amount of time per meeting spent in each group.

Group 1 3 hours

Group 2 3 hours

Group 3 3 hours

Group 4 3 hours

Group 5 3 hours

Group 6 2.5 hours

Group 7 2.5 hours

d)...the number of participants in each group.

Group 1 6

Group 2 6

Group 3 6

Group 4 6

Group 5 6

Group 6 9

Group 7 7

e)...the kind(s) of participants constituting each group (e.g. elementary teachers, administrators, mixed elementary and secondary teachers etc.)

Group 1 elementary teachers - public and parochial

Group 2 elementary teachers - public and parochial

Group 3 elementary teachers - public and parochial

Group 4 elementary teachers - public and parochial

Group 5 elementary teachers - public and parochial

Group 6 elementary teachers - public only

Group 7 elementary teachers - public only

f)..whether the participants are from the same or from a number of organizations. (Institutions, schools, agencies)

Group 1 6 different schools

Group 2 6 different schools

Group 3 6 different schools

Group 4 6 different schools

Group 5 6 different schools

Group 6 Same school

Group 7 2 different schools

g)..major general discussion topics.

Group 1 Goal establishment, data collection, confrontation, experimentation, problem solving, personal gripes.

Group 2-7 same as Group 1

h)..the groups' general attitude toward your program.

Group 1-6 Favorable

Group 7 Extremely Favorable

i)..the degree to which your program has satisfied the needs of your organization for inservice training.

There is a need to further inservice training. We have our collective foot in the door.

j)..the amount of assistance, if any, you received from other inservice leaders.

Group 1-5 Much

Group 6 Some

Group 7 Little

k)..features or characteristics of your seminar program not covered above.

SCE #3

1. Please describe the mechanics of your seminars, including:

a)...the number of different groups that you have worked with this year 3

NOTE (Please use a number for each group so as to consistently identify it in the following items. If more space is needed, please use the reverse side.)

b)...how often each group met (e.g. weekly for nine months, bi-weekly for six weeks, bi-monthly for a semester.)

Group 1 Weekly for a semester

Group 2 Weekly for a semester

Group 3 Monthly for nine months

c)...the average amount of time per meeting spent in each group.

Group 1 one hour

Group 2 45 minutes

Group 3 two hours

d)...the number of participants in each group.

Group 1 10

Group 2 14

Group 3 35

e)...the kind(s) of participants constituting each group (e.g. elementary teachers, administrators, mixed elementary and secondary teachers etc.)

Group 1 High School Teachers

Group 2 Elementary School Teachers

Group 3 Mixed Elementary and Secondary Teachers

f)...whether the participants are from the same or from a number of organizations. (Instituions, schools, agencies)

Group 1 from the same secondary School

Group 2 from the same elementary school

Group 3 from the same school district

g)...major discussion topics

Group 1 Organizational Techniques of instruction such as Independent Study, Micro Teaching, humanities approach.

Group 2 Evaluative procedures regarding classroom methods of interaction.

Group 3 Inservice improvement of Communication between grade levels within a school system.

h)...the group's general attitude toward your program.

Group 1 Eager, responsive

Group 2 Active participation

Group 3 Desirous of improvement of Communicative processes

i)...the degree to which your program has satisfied the needs of your organization for inservice training.

Definite improvement, but Continuation throughout the next school year will produce further improvement.

j)...the amount of assistance, if any, you received from other inservice leaders.

Group 1 from Demonstration center leaders
Group 2 from the University and the EIDSU

Group 3 from the Office of the State Superintendent of Instruction

k)...features or characteristics of your seminar program not covered above.

SCE #4

1. Please describe the mechanics of your seminars, including:

a)...the number of different groups that you have worked with this year 2

NOTE (Please use a number for each group so as to consistently identify it in the following items. If more space is needed, please use the reverse side.)

b)...how often each group met (e.g. weekly for nine months, bi-weekly for six weeks, bi-monthly for a semester.)

Group 1 weekly for 9 weeks

Group 2 weekly for 9 weeks

c)...the average amount of time per meeting spent in each group.

Group 1 1 hour

Group 2 1 hour

d)...the number of participants in each group.

Group 1 4

Group 2 4

e)...the kind(s) of participants constituting each group (e.g. elementary teachers, administrators, mixed elementary and secondary teachers etc.)

Group 1 Secondary teachers

Group 2 Secondary teachers

f)...whether the participants are from the same or from a number of organizations. (Institutions, schools, agencies)

Group 1 Same school

Group 2 Same school

g)...major general discussion topics

Group 1 Teacher self-evaluation

Group 2 Teacher self-evaluation

h)...the group's general attitude toward your program.

Groups 1-2 interested but a great deal of absences due to classroom duties?

i)...the degree to which your program has satisfied the needs of your organization for inservice training.

Participation by numbers was too small. Self-assessment does not seem to be too popular. Administration would prefer programs dealing with "show them how to do it".

j)...the amount of assistance, if any, you received from other inservice leaders.

Group 1 Very little

k)...features or characteristics of your seminar program not covered above.

Poor entry- I threatened many prospective participants with a questionnaire I gave out. CERLI Pre-tests alienated most of the faculty. This became evident when participants did not want to fill out weekly questionnaires. They would, however, complete brickbats.

SCE #5

1. Please describe the mechanics of your seminars, including:

a)...the number of different groups that you have worked with this year 4

(on a continuous basis) about 10 others on a one day workshop type session

NOTE (Please use a number for each group so as to consistently identify it in the following items. If more space is needed, please use the reverse side.)

b)...how often each group met (e.g. weekly for nine months, bi-weekly for six weeks, bi-monthly for a semester.)

Group 1 weekly - 4 months

Group 2 weekly - 3 months

Group 3 weekly - 4 months

Group 4 weekly - 3 months

c)...the average amount of time per meeting spent in each group.

Group 1 1.5 hours

Group 2 1.5 hours

Group 3 1.5 hours

Group 4 1 hour

d)...the number of participants in each group.

Group 1 5

Group 2 4

Group 3 8

Group 4 4

e)...the kind(s) of participants constituting each group (e.g. elementary teachers, administrators, mixed elementary and secondary teachers etc.)

Group 1 secondary English teachers

Group 2 secondary social studies teachers

Group 3 junior-senior high English teachers

Group 4 mixed subject areas in junior high

f)...whether the participants are from the same or from a number of organizations. (Institutions, schools, agencies)

Groups 1-4 schools

g)...major general discussion topics

Group 1 needs analysis, goal setting.

Group 2 goal setting, curriculum development

Group 3 needs analysis, forced field, goal setting, curriculum development

Group 4 goals setting, forced field, classroom problems

h)...the groups' general attitude toward your program.

Group 1 very good

Group 2 good

Group 3 very good

Group 4 fair

i)...the degree to which your program has satisfied the needs of your organization for inservice training.

It has been a beginning but much more could be done.

j)...the amount of assistance, if any, you received from other inservice leaders.

Group 1 Our English consultant

Group 2 none

Group 3 a little from our English consultant

Group 4 none

k)...features or characteristics of your seminar program not covered above.

We have developed a system's analysis program which incorporates goal setting, needs analysis, forced field etc. This seemed to work better than just attempting to concentrate on goal establishment. I conducted sessions with total faculties or groups in which we went either a full day or two half days. Also conducted administrator's workshops on these at 6 locations for a day each.

SCE #6

1. Please describe the mechanics of your seminars, including:

a)...the number of different groups that you have worked with this year 2+

NOTE (Please use a number for each group so as to consistently identify it in the following items. If more space is needed, please use the reverse side.)

b)...how often each group met (e.g. weekly for nine months, bi-weekly for six weeks, bi-monthly for a semester.)

Group 1 8 meetings

Group 2 12 meetings

Group 3 Staff-meetings 1 or 2 per semester

c)...the average amount of time per meeting spent in each group

Group 1 50 minutes

Group 2 1 hour

Group 3 1.5 approximately

d)...the number of participants in each group.

Group 1 6

Group 2 2-4

Group 3 5-6

e)...the kind(s) of participants constituting each group (e.g. elementary teachers, administrators, mixed elementary and secondary teachers etc.)

Group 1 elementary teachers and principal during lunch

Group 2 elementary teacher

Group 3 Some of the teachers in each staffing were involved in four or five of the staffings.

f)...whether the participants are from the same or from a number of organizations. (Institutions, schools, agencies)

Group 1 one elementary school

Group 2 one elementary school

Group 3 Secondary staff

g)...major general discussion topics

Group 1 Very defensive - as I look back, nothing concrete- Like Carroll's poem, "The Walrus and the Carpenter"- we talked of many things but really nothing.

Group 2 How to change either teacher behavior, student behavior or rigid curriculum

Group 3 We discussed a particular student at each staffing. We covered what his problem was - and how it could best be handled. In many cases, teachers changed to meet the needs of the students.

h)...the groups' general attitude toward your program.

Group 1 good, because I wasn't about to get an ulcer while eating.

Group 2 Very good- will continue next fall if time allows.

Group 3 We appear to be heading toward a truly inservice program.

i)...the degree to which your program has satisfied the needs of your organization for inservice training.

Fair to good. Grade 1 and 2 have indicated a willingness to go on. I'll do so with grade 2 but with grade 1, I'll have to insist on different conditions.

j)...the amount of assistance, if any, you received from other inservice leaders.

Group 1 None

Group 2 None

Group 3 Guidance Department

k)...features or characteristics of your seminar program not covered above.

Very difficult during a lunch period to get certain people to relax. Very defensive. This may have been due to principal but on occasions she stayed away and it still continued. This was with a group I have known for two years. I received good interaction individually. They seemed afraid to admit to the need of help to each other. I feel the train-in has helped me with teachers on an individual basis. While this may not have been the main intent of the program, it has happened. When working with non-degreed teachers who have many concerns-college credits, evaluation by administrators, no job security and etc., you find you are more successful on an individual basis with them. I feel with time I'll be able to develop small group seminars with them as almost all indicators point that way for next year.

PART III

In Part III, respondents were asked to *"Reflect on how useful the various concepts, techniques and products covered during the Training Program have been to you during the past months."*

The following instructions qualified the question:

> ALL leaders please rate on the General scale the general usefulness that each has been to you in your daily activities, both in and out of your job.
>
> ONLY those leaders who are now or have conducted inservice training are requested to rate on the seminar scale the specific value (usefulness) that each concept, technique, etc. has had in their seminars.

TABLE III presents the sum of frequencies of each rating assigned to each of 21 program-related concepts, techniques and products by the eight SCEs completing the "General Use" scale and by the five SCEs completing the "Seminar Use" scale. Although the relatively small sample of respondents and the general non-patterned variability of SCEs' responses preclude precise interpretation of this data, the table does suggest:

> 75% or more categorized the following items on the "General Use" scale as "frequently" or "sometimes" useful:
>
> *goal establishment*
> *data collection*
> *confrontation*
> *group process*
> *brain storming*
> *small group seminars*
> *the CERLI matrix*
> *Mager's Preparing Instructional Objectives*
> *Festinger's Theory of Cognitive Dissonance*
>
> 80% or more categorized the following items on the "Seminar Use" scale as "frequently" or "sometimes" useful:
>
> *goal establishment*
> *data collection*

confrontation
brain storming
small group seminars
Mager's Preparing Instructional Objectives

On the "General Use" scale, none of the concepts, techniques or products was considered "never" or "occasionally" useful by a total of 75% or more of the respondents.

On the "Seminar Use" scale, only Rex Reynolds' *"Questioning Techniques"* was unanimously found "occasionally" or "never" useful.

TABLE III: RAting Frequency of Perceived Usefulness of CERLI concepts, techniques and Products

	ALL LEADERS (n=8)						ONLY LEADERS WHO HAVE OR ARE NOW CONDUCTING TRAINING (n=5)					
	General Use						Seminar Use					
item	*1	2	3	4	U	N.R.	*1	2	3	4	U	N.R.
1. goal establishment	6	1	1	0	0	0	4	0	1	0	0	0
2. data collection	7	0	0	0	1	0	4	1	0	0	0	0
3. confrontation	3	3	0	1	1	0	2	2	1	0	0	0
4. group process	6	1	1	0	0	0	3	0	2	0	0	0
5. search-resource area	3	0	2	2	0	1	2	1	0	1	1	0
6. administration (entry & institutionalization)	0	2	1	0	5	0	0	1	1	0	2	1
7. sensitivity training	2	2	0	3	1	0	1	1	1	2	0	0
8. role playing	2	3	1	2	0	0	1	2	0	1	1	0
9. brain storming	5	1	0	2	0	0	3	1	1	0	0	0
10. small group seminars	5	1	0	2	0	0	5	0	0	0	0	0
11. force field analysis	2	2	0	3	1	0	2	1	0	1	1	0
12. CERLI problem solving method	1	1	0	3	3	0	0	1	0	1	3	0
13. social activities	0	2	2	1	3	0	0	1	1	1	2	0
14. miscellaneous group techniques	3	0	2	3	0	0	1	1	1	0	2	0
15. CERLI interaction matrix	5	1	0	2	0	0	3	0	0	1	1	0

TABLE III: Cont'd

	ALL LEADERS — General Use						ONLY LEADERS WHO HAVE OR ARE NOW CONDUCTING TRAINING — Seminar Use					
	*1	2	3	4	U	NR	*1	2	3	4	U	NR
16. independent study model	3	2	1	1	0	1	1	1	0	2	1	0
17. productive thinking model	3	2	1	2	0	0	1	1	1	1	1	0
18. Rex Reynolds' "Questioning Techniques"	0	3	1	1	3	0	0	0	1	4	0	0
19. Mager's Preparing Instructional Objectives	5	1	1	1	0	0	4	0	1	0	0	0
20. Festinger's Theory of Cognitive Dissonance	2	4	1	1	0	0	1	2	1	1	0	0
21. Jerslid When Teachers Face Themselves	2	2	3	1	0	0	1	1	1	2	0	0

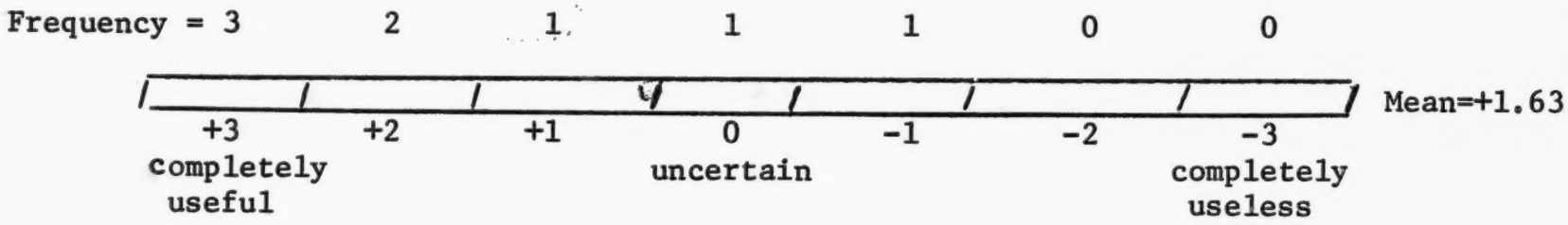
*1 = Frequently useful
2 = Sometimes Useful
3 = Occasionally useful
4 = Never useful
U=uncertain
NR= No response

Data generated by items 22 and 26, respectively, suggest that respondents seemed satisfied with the program's substantive content (Mean = +1.63) and the training program as a whole (Mean = +2.30). In item 23, "most valuable" and "least valuable" activities are enumerated. In item 24, one can conclude that only three respondents are completely confident that they will function as SCEs in the 1969-1970 school year; four consider their opportunity to do so "poor" or "impossible"; one considers his opportunity "slightly unfavorable". In item 27, SCEs' recommendations of the CERLI training program are quoted.

RESPONSES to items 22-27, Part III;

22. Rate the overall general usefulness that the substantive content of the program has had for you during the past year.

Response



23. Looking back over the entire program what part of the activities were:

a) most valuable

#1: *Assessing my own behavior and changing it without pressure from others.*

#2: *As stated in the above scale 19, 20, and 21, these studies were beneficial in a graduate study in which I was engaged this semester.*

#3: *Techniques which improve instructional methods.*

#4: *Substantive content.*

#5: *Goal setting but less time should have been spent on it. It is good but a leader needs more than that to function. More time, I believe, should be spent on force-field, interaction analysis, problem solving, questioning etc.*

#6: *To date, the sensitivity training has been most helpful. It has given me the patience to control myself and at the same time be more aware of why it is difficult for some people to see the need for change. At the same time, I see the value of goal establishment, data collecting, confrontation and search-resource area concept. I feel these five areas are the total package.*

#7: *Rex Reynolds' questioning technique, CERLI Matrix Independent Study Model, Productive thinking model.*

#8: *Experience to put skills to use from the concepts gained through the program.*

b) least valuable

#1: *Some extremely negative feelings expressed by other participants in last summer's program.*

#2: *Were the various techniques and group processes employed in last summer's Institute, such as the CERLI Matrix-role playing, brainstorming, force-field analysis, etc.*

#3: *Sensitivity training.*

#4: *The classroom teaching and the seminars were used too much.*

#5: *Sensitivity training.*

#6: *I cannot place anything on the least valuable.*

#7: *Seminars, teaching experience, students did not come to class on time and sometimes not at all.*

#8: *Nothing. Would not trade any minute of my time spent in Charleston for doing anything other than I did at the time.*

24. **What are the chances that you will be able to function as a leader next year?**

Response Frequencies:

3	a.	definite	100%
0	b.	good	76-99%
0	c.	slightly favorable	51-76%
0	d.	uncertain	
1	e.	slightly unfavorable	25-50%
2	f.	poor	1-25%
2	g.	impossible	0%

25. **What factors will or will not enable you to function next year?**

#1: *Money.*

#2: *Personality conflict between this year's leader and myself. Favoritism and a general injury to my spirits.*

#3: **Blank**

#4: *I am filling a position which has been established by the administration. I am attending another workshop on in-service training this summer.*

#5: *I'm going to South America for an organization similar to the Peace Corps.*

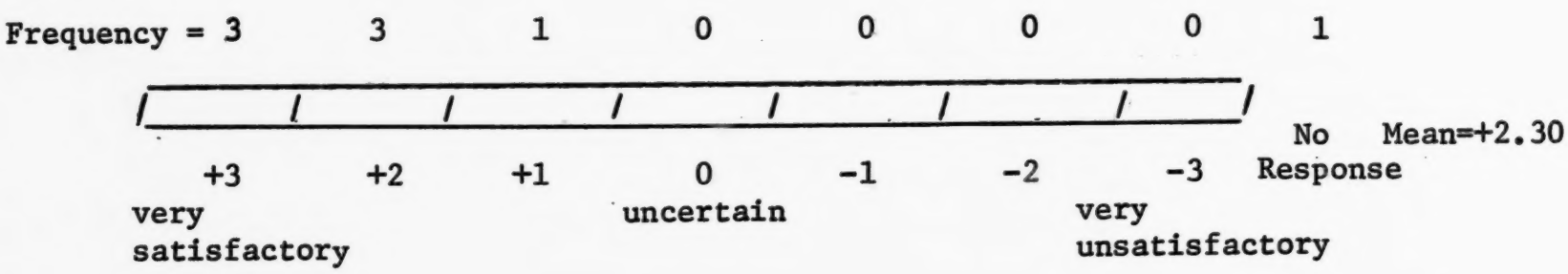
#6. *I work for two school districts, 50% of my time in each. Both want me 100% of my time (which means 200%) for rigid consultant work. One district wants me to spend 50% of my time doing inservice work, only if I work 100% in their system.*

#7: *School administration.*

#8: *Lining up forces towards functioning status. Next year may not be possible because of health problems this year.*

26. **Please rate your overall satisfaction with the training program.**

Response



27. **Were CERLI to continue would you recommend its training program to other individuals who would like to become inservice leaders? Why or why not?**

#1: *Undoubtedly-In order to succeed it is imperative that a person know himself. The program gave me a chance to examine my behavior, experiment with new behavior and improve my efficiency and self image.*

#2: *Yes, and no - depending on the individual and the kind of situation in which he would be involved. If the person in question were a dynamic, aggressive individual in a small school system in which he had the influence or an influence potential, I would certainly recommend such a training program. Otherwise I'd say "no," because such training would be fruitless.*

#3: *Defintely yes, because of the confidence which the knowledge of up-to-date information provides to the individual.*

#4: *I would recommend the program to another individual. I feel the over-all approach of goal setting, etc. was very useful both personally and professionally. I admired the staff because of their dynamic attitudes and concern for the participants.*

#5: *I would if the training were structured a little differently. First, refer to comment 23. Have the program organized better before it is begun. Get people who have worked with many of the things you talk about so they can be presented in a better manner-hire experts on a per day basis if needed. I think you go to an extreme on having participants dig things out themselves. This is good, but up to a*

point. I think you went overboard on the goal setting concept. Incorporate more of a variety.

#6: *I feel that the program has merit and would recommend its continuation, but I feel that CERLI itself needs to take a good hard look at itself. Better understanding and communication between trainees and trainers, better commitment between CERLI and school districts allowing for inservice training. I found the followup workshops rather meaningless on the basis of time and cost. I also got the feeling that there was continuous request for information on what and how my work project was going, but little or nothing in response. It's a two way street. You people had loads of material at Green Lake but none for the participants to take back nor given the time to study. What the "hell" does shared support mean?! _____ and I have been working during the past eight months on an audio-visual entry technique. We have made several demonstrations. It appears that we have hit on something that has potential for all types of inservice groups.*

#7: *Yes, it is a good learning experience. Most of the program was valuable to me. I think teachers could benefit from participating in the program.*

#8: *Definitely!!! I would say my effectiveness as a teacher has greatly improved. Teachers are interested in what I have to offer and have asked of their receiving training - possibility of pooling resources.*

CONCLUSIONS

Part I and Part II of this report summarize instances, activities, and methods which were, collectively, intended to systematically gather information aiding in the evaluation of the long-range impact of the Charleston Training Program. Although each section of this report cites occasional successful data collection activities, the follow-up evaluation phase of the Charleston SCE Program (CERLI's attempts to measure teacher communications and attitudes and the collection of questionnaire data) may generally be characterized as an unsuccessful endeavor.

We attribute the follow-up program's failure to produce sufficient and valid data for assessing the long-range impact of the training program to many complex and interacting variables. However--to speculate and hypothesize about these interacting factors (particularly during this terminating period of CERLI's operational and corporate activity) would seem to be neither a constructive nor an official task or commitment in submitting this final report.

APPENDIX

CERLI-CHARLESTON TRAINING PROGRAM QUESTIONNAIRE: FOLLOW-UP

The following questionnaire is being sent to all participants of the CERLI Training Program conducted at Charleston last July and August. We would deeply appreciate it if you completed and returned this form.

The purpose of this survey is to gain information about what you are doing. This is not an evaluation of individual participants (signing this questionnaire is optional). Rather, we are concerned only about the long-range impact of the training program on the group of participants.

If you are currently conducting inservice seminars or have conducted seminars this past year as a leader (i.e. led group seminars at least once by yourself or in conjunction with another leader), please skip Section I and complete Sections II and III.

If you have not conducted inservice seminars at any time this past year, please complete only Sections I and III.

SECTION I: LEADERS NOT CURRENTLY CONDUCTING INSERVICE TRAINING

1. Before the CERLI Training Program began last July, to what degree were you aware that you wouldn't function this school year?

____a. completely aware
____b. somewhat aware
____c. uncertain
____d. somewhat unaware
____e. completely unaware

2. Please list in order of their importance the main obstacles which prevented your functioning as a leader.

3. Although you have not been functioning as a leader please describe how the Training Program has affected, generally and/or specifically, your professional and extra curricular activities.

PLEASE SKIP TO SECTION III AND COMPLETE THE ITEMS LISTED IN THAT SECTION.

SECTION II: LEADERS WHO ARE NOW OR HAVE DURING THE PAST YEAR CONDUCTED INSERVICE TRAINING

1. Please describe the mechanics of your seminars, including:

   a)...the number of different groups that you have worked with this year_____

NOTE (Please use a number for each group so as to consistently identify it in the following items. If more space is needed, please use the reverse side.)

b)...how often each group met (e.g. weekly for nine months, bi-weekly for six weeks, bi-monthly for a semester.)

Group 1_____ Group 3_____

Group 2_____ Group 4_____

c)...the average amount of time per meeting spent in each group.

Group 1_____ Group 3_____

Group 2_____ Group 4_____

d)...the number of participants in each group.

Group 1_____ Group 3_____

Group 2_____ Group 4_____

e)...the kind(s) of participants constituting each group (e.g. elementary teachers, administrators, mixed elementary and secondary teachers etc.)

Group 1_____

_____

Group 2_____

_____

Group 3_____

_____

Group 4_____

_____

f)...whether the participants are from the same or from a number of organizations. (Institutions, schools, agencies)

Group 1_____

Group 2_____

Group 3_____

Group 4_____

g)...major general discussion topics.

Group 1_____

_____

_____

_____

Group 2_____

_____

_____

_____

Group 3_____

_____

_____

_____

_____

Group 4_____

_____

_____

_____

h)...the groups' general attitude toward your program.

Group 1_____

_____

Group 2_____

_____

Group 3_____

_____

Group 4_____

_____

i)...the degree to which your program has satisfied the needs of your organization for inservice training.

_____

_____

_____

_____

_____

j)...the amount of assistance, if any, you received from other inservice leaders.

Group 1_____

_____

Group 2_____

_____

Group 3_____

_____

Group 4_____

_____

k)...features or characteristics of your seminar program not covered above.

_____

_____

_____

_____

_____

_____

_____

SECTION III: ALL LEADERS

Reflect on how useful the various concepts, techniques and products covered during the Training Program have been to you during the past months.

All leaders please rate on the General scale the general usefulness that each has been to you in your daily activities, both in and out of your job.

Only those leaders who are now or have conducted inservice training are requested to rate on the seminar scale the specific value (usefulness) that each concept, technique etc. has had in their seminars.

For each item please circle one of the five alternatives below.

1 = Frequently useful
2 = Sometimes useful
3 = Occasionally useful
4 = Never useful
U = Uncertain

	ALL LEADERS General Use					ONLY LEADERS WHO HAVE OR ARE NOW CONDUCTING TRAINING Seminar Use				
1. goal establishment	1	2	3	4	U	1	2	3	4	U
2. data collection	1	2	3	4	U	1	2	3	4	U
3. confrontation	1	2	3	4	U	1	2	3	4	U
4. group process	1	2	3	4	U	1	2	3	4	U
5. search-resource area	1	2	3	4	U	1	2	3	4	U
6. administration (entry & institutionalization)	1	2	3	4	U	1	2	3	4	U
7. sensitivity training	1	2	3	4	U	1	2	3	4	U
8. role playing	1	2	3	4	U	1	2	3	4	U
9. brain storming	1	2	3	4	U	1	2	3	4	U
10. small group seminars	1	2	3	4	U	1	2	3	4	U
11. force field analysis	1	2	3	4	U	1	2	3	4	U
12. CERLI problem solving method	1	2	3	4	U	1	2	3	4	U

		ALL LEADERS General Use					ONLY LEADERS WHO HAVE OR ARE NOW CONDUCTING TRAINING Seminar Use				
13.	social activities	1	2	3	4	U	1	2	3	4	U
14.	miscellaneous group techniques	1	2	3	4	U	1	2	3	4	U
15.	CERLI interaction matrix	1	2	3	4	U	1	2	3	4	U
16.	independent study model	1	2	3	4	U	1	2	3	4	U
17.	productive thinking model	1	2	3	4	U	1	2	3	4	U
18.	Rex Reynolds' "Questioning Techniques"	1	2	3	4	U	1	2	3	4	U
19.	Mager's Preparing Instructional Objectives	1	2	3	4	U	1	2	3	4	U
20.	Festinger's Theory of Cognitive Dissonance	1	2	3	4	U	1	2	3	4	U
21.	Jersild When Teachers Face Themselves	1	2	3	4	U	1	2	3	4	U

22. Rate the overall general usefulness that the substantive content of the program has had for you during the past year.

+3	+2	+1	0	-1	-2	-3
completely useful			uncertain			completely useless

23. Looking back over the entire program what part of the activities were:

a) most valuable _____

_____

_____

_____

_____

b) least valuable_____

_____

_____

_____

24. What are the chances that you will be able to function as a leader next year?

_____ a. definite 100%
_____ b. good 76-99%
_____ c. slightly favorable 51-76%
_____ d. uncertain
_____ e. slightly unfavorable 25-50%
_____ f. poor 1-25%
_____ g. impossible 0%

25. What factors will or will not enable you to function next year?

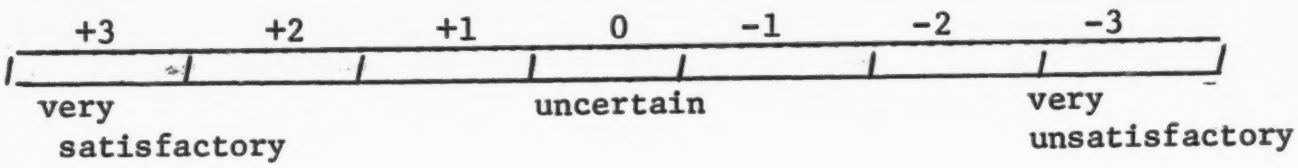
_____

_____

_____

_____

26. Please rate your overall satisfaction with the training program.



27. Were CERLI to continue would you recommend its training program to other individuals who would like to become inservice leaders? Why or why not?

_____

_____

_____

_____

_____

_____

THANK YOU FOR YOUR COOPERATION